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ABSTRACT

The primary role of the principal in a multiunit high school is as a curriculum leader. By allowing others to share in the decision-making process, encouraging the utilization of the program improvement council, striving for community involvement, and allowing others who are highly motivated the autonomy they need, the principal helps assure that the frustrations and obstacles that obstruct traditional programs do not develop. The principal also serves as a supporter and facilitator of the multiunit program, organizing the administrative staff, aides, and volunteers to best allow teachers the freedom to work closely with students. Teacher evaluations and budget administration are conducted with consensus, open communication, and shared decision-making in mind as well. Finally, the principal assumes the role of protector of the educational program, carefully balancing the influence of the different aspects of the multiunit program and guarding the pluralistic decision-making process even from his or her own tendency toward unilateral decisions. This manual covers the means by which principals cope with these roles, in such areas as relationships with district leaders, instructional supervision, scheduling, budgeting, personnel practices, teacher evaluation, the program improvement council, and community involvement. (Author/PGD)

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Multi-Unit High School

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The Multi-Unit High School Program is a comprehensive approach to advancing creativity in secondary schools. It improves student performance within a humanistic environment. It also decentralizes decision making, enabling those affected by decisions to participate in their resolution through consensus techniques. The program places equal emphasis upon meeting the needs of students and providing a rich and varied curriculum. It is a quality educational program designed to enhance student learning within our high schools.

Fred G. Burke
Commissioner

North Hunterdon Regional High School District
Route 31
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MULTI-UNIT HIGH SCHOOL

PRINCIPAL'S MANUAL

BY

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PREFACE

The Multi-Unit High School (MUHS) combines an instructional strategy, organizational structure, and staff development process into a total model that helps schools meet student perceived needs, assessed needs, career requirements, and human development needs. Successful implementation of the model can produce a school environment which is more open, trusting , cohesive, and positive to staff and students alike via Learning Communities (LC's) and a multi-elective structure.

The MUHS model can be compared to a theatre: the organizational structure provides "the set;" the instructional techniques provide the "script" and "props;" the students, supportive staff, teachers, and administrators are the "players;" and the community provides the financial backing and guidance through the superintendent — the "producer." The project director serves as the "director" of the production. Similar to a successful play, the Multi-Unit High School depends on the interaction of the audience, actors, director, and the community.

The nine essential players: Project Director, Superintendent, Principal, Assistant Principals, Learning Community Leaders, Department Chairpersons, Guidance Counselors, Learning Community Staff, and Staff Development Specialist each have produced a manual which details the role they play in a successful production. All manuals are interrelated, and it is essential that they be reviewed by all concerned to insure the success of the production or the model.

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INTRODUCTION

The frustrations and obstacles which prevent even the most dedicated principals from allocating the kind of attention and energy to curriculum and students which they feel is appropriate are well known. The role of the principal in a Multi-Unit High School provides the definite advantage of allowing the student and curriculum oriented educational leader to function in a manner much more in keeping with these objectives. The primary role of the principal in a Multi-Unit High School is as curriculum leader. In this role he works very closely with students, teachers, and curriculum decisions. His role is unlike that of principals in traditional settings. He allows others to share in the decision-making process utilizing the techniques of consensus and open communications. He encourages the organization and utilization of the Program Improvement Council. Further, he strives to achieve community involvement. He provides others with a sense of membership and ownership which generates in them a personal investment in their school and its programs. His leadership position is also unique in that it becomes his objective to provide others who are potentially equally as dedicated, motivated, innovative, and willing to work closely with students, the freedom to initiate and the autonomy to operate. Though these individuals are directly responsible to the principal, they do enjoy the privilege of sharing in the decision-making process and the latitude to apply their own ideas. The pluralistic concept of decision-making functions in reference to students, teachers, budget, and space considerations. It deeply affects his relationships with district administrators, learning community leaders, and department chairpersons.

In addition to serving as curriculum leader, the principal has an additional responsibility as a supporter and a facilitator of the Multi-Unit Program. By organizing and utilizing his administrative staff to insure clear-cut delineations of responsibility as well as the most appropriate assignment of expertise, he creates an administrative structure which serves in a staff and supportive role to the learning community leaders and department chairpersons. In his overall supervision of the instructional program, his responsibility lies in the facilitation of that program in reference to special resources, learning objectives, scheduling, planning, maintenance, evaluation, and revision when appropriate. Administration of the program budget provides another opportunity for involvement in shared decision-making. His role in personnel selection, recruitment, and hiring must reflect his general concern for both the learning communities and the multi-elective concept. Teacher evaluation, though it is a primary responsibility of the assistant principal for instruction, must be accomplished with regard to the concepts of the Multi-Unit High School philosophy such as consensus, open communication, and a student centered curriculum. The acquisition and utilization of aides and volunteers provides further support for the educational program and frees teachers to work more closely with students.

The multi-elective system and the learning community concept do, in fact, complement each other and provide alternatives for both students and teachers; however, care must be taken to balance the influence and emphasis of each. It would be extremely destructive to the entire Multi-Unit Concept to allow either of these alternatives to become more influential or dominant in the operating policy of the high school. Maintaining this balance may at times be tedious, but is extremely productive and educationally valuable.

Finally, the principal also assumes the role as protector of the educational program and of the people who are working so diligently for its success. There are numerous occasions when it would become expeditious to abandon pluralism and consensus in favor of unilateral

decision-making and administrative perrogative. The principal must see to it that this does not occur. He is also in a position to protect the learning community leaders and the department chairpersons from a myriad of administrative details which might otherwise divert their energies and lessen their educational effectiveness. He and his assistant principals must provide an administrative umbrella which allows the curriculum areas and the learning communities to operate with a considerable degree of academic purity.

The remainder of this manual will discuss the means by which the Multi-Unit Concept enables the principal to function as a curriculum leader and a supporter, facilitator, and protector of the educational program.

RELATIONSHIPS — DISTRICT AND SCHOOL LEADERS

Commitment to the Multi-Unit Concept is a commitment to change, but in order to change in a more effective and positive way, commitment must be universal within the school system. It is as imperative that this pledge be willingly accepted by the superintendent and his central office staff as it is accepted by the individual high school and its newest faculty member.

The process is not an easy one because it involves more time and more responsibility. The traditional school day will become a thing of the past, as will traditional school calendars. The intensity of involvement will become contagious, but such a commitment to excellence can only result in a more successful and meaningful outcome for the students.

In the traditional school organization, roles have evolved to the point where definition is unnecessary, promotion is based on primogenitor, and acceptance is a way of life; not so in a Multi-Unit Program. Management is a team effort with results achieved through pre-determined objectives. In order to function effectively within a philosophy so far removed from the "status-quo", it is essential that everyone understands each other's attitudes, motivations, and responsibilities.

As stated earlier, the key to effective utilization of administrative staff in the Multi-Unit Concept, is the recognition by the principal that he is no longer solely responsible for the entire

decision-making process. Since the number of administrators within an adopting school may vary, the Multi-Unit Concept does not pre-determine the role of each administrator. There is, however, one common goal for all principals under the Multi-Unit Concept and that is to be the educational leader of his school. The responsibilities of vice principals, therefore, should be for those tasks that will allow the principal the time necessary to become more personally involved in the functions of his school rather than spending the greater part of his day on administrative trivia.

The North Hunterdon Regional High School District has three administrators in each high school — a principal, a vice-principal for instruction, and a vice principal for student services. Each administrator's responsibility is very clearly defined, with each administrator having authority for decision-making within the perimeter of his job description.

The assistant principal for instruction has as his primary responsibility the time-consuming process of teacher evaluation. He assures that the requirements of the planned curriculum are met by identifying and resolving classroom instructional problems, assists in budget preparation, coordinates in-service workshops, supervises spending within curricula areas, and makes recommendations to the principal on textbooks, resources, and equipment.

The assistant principal for student services is responsible for the organization, supervision, and maintenance of all auxiliary activities of the school. Discipline, student activities, and interscholastic sports account for the major portion of his time, as well as the accountability for teachers in non-teaching supervisory roles.

The learning community leaders and department chairpersons are also directly accountable to the high school principal. Their responsibilities are by objectives submitted to and approved by the principal at the beginning of each school year. Appointment to these positions is on a yearly basis open to any member of a learning community or subject area.

In the North Hunterdon Regional H.S. District, the superintendent is still responsible to the Board of Education for the assessment, planning, implementation, maintenance, and evaluation of the total educational program within the school district.

The Superintendent's Cabinet is the vehicle used to insure communications, clarification, and understanding between the central office staff and all that happens in a Multi-Unit High School. The membership of the cabinet consists of the superintendent, his assistants, and the principals of the two high schools. In the table of organization, the high school principals are directly responsible to the superintendent and have a staff relationship to the assistant superintendents.

This structure allows a direct line of communication between the learning community leaders and the superintendent via the high school principal. The assistant superintendents serve primarily as resource people to the superintendent, high school principals, and staff members.

This cabinet serves as a clearing house for all that happens within the school district. Open communication is encouraged, and discussion is sometimes heated, but it is here that groundwork is established and objectives clarified in order to insure successful implementation.

The democratic process of shared decision making must begin with the administrative staff. It will establish a tone that will infect the whole school, change attitudes, and bring commitment and humanization to the school.

PLURALISM

Pluralism, as a concept in administration and public education, can be described as a process made possible by the establishment of trust among administrators and staff. This trust results in a willingness on the part of the principal and/or superintendent to relinquish styles of operation which incorporate unilateral decision-making. Pluralism is an administrative philosophy which is much more humanistically oriented in that it requires constant contact with individuals in the school environment who are to be affected by the decision being made. It also requires a confidence that all people involved in the decision-making process are, in fact, motivated by what will result in the best situation and solution for the school. This process of decision-making is often lengthy, frustrating, and exhausting; and unfortunately it is also true that the reality of the situation is that though the decision may be pluralistically arrived at, the responsibility for the implementation of that decision is more difficult to share. However, it is also true that because of the investment, commitment, and feelings of ownership generated among those involved in the pluralistic decision-making process, the potential of success for the eventual solution is far greater than had it been devised by a principal in isolation from those impacted. It is not necessarily the quality of the solution that determines the success of its implementation but rather the commitment of those who are affected by it.

Within the Multi-Unit High School Concept it is proposed that the pluralistic process operate at all levels. Whether it is a department meeting with its student advisory committee, a learning community meeting with its student advisory council, a department chairperson or learning community leader meeting with their staffs, or a principal meeting with department chairpersons and learning community leaders, the process and philosophy should be consistent. Obviously, in order for this technique to operate effectively, people who are going to be participating in the process must be trained. North Hunterdon has found that involvement in the I.D.E.A. "We Agree" techniques or similar processes have been invaluable. Consensus building exercises are necessary for the process to function smoothly. Adequate preparation will result in feelings of positivism toward each other and the concept.

In operation, the process involves bringing problems and situations to those groups which

are directly affected, and allowing them the opportunity to provide input and initiative. The opportunity for participation of this type generates feelings of belonging and community among staff. Feelings of helplessness and isolation are far less probable. Individuals work with the realization that they can have some impact on the decisions that are going to affect their working environment.

The principal must accept the fact that there will be times when the group will arrive at a solution with which he is not in complete agreement. This can be one of the most difficult times for an administrator accustomed to formulating and implementing decisions unilaterally. A commitment to this philosophy assumes a degree of patience as well as a willingness and ability to at least attempt solutions arrived at by the group.

It would be impractical to assume that all decision-making within the high school will take place via pluralistic process. There continues to remain a great many situations in which the ability of the administrator to make quick and competent decisions will be required. What is called for on the part of the administrator is the judgment to determine when the pluralistic approach is appropriate. The general decisions involving supervisory duties, administrative matters, transportation, etc. need not utilize the process.

An example of this process at work at the North Hunterdon Regional High School District involved a situation in which learning communities were simultaneously allowing students unassigned time. This resulted in Mall and Commons areas of the school becoming extremely over-crowded. The initial reaction of some administrators who had been involved in more traditional settings was to assign these students to specific study halls. It was possible, however, to convince these administrators that the problem should, instead, be taken to the learning community leaders who subsequently were able to implement an alternative solution. Because of the involvement, the learning community leaders and their staffs were enthusiastic and committed to the solution's successful implementation.

A second example involved learning community leaders in planning functions which involved themselves, the students, and the parents of their students. Because they were given the responsibility of working with the administration in organizing events of this type, the learning community leaders were more eager to participate and felt a sense of ownership and commitment to the events. These feelings of involvement were obvious to the students and parents with whom they come in contact and readily prove to be contagious.

It is accurate to say that though pluralism can be a lengthy and arduous process, it results in solutions to which there exists commitment by those most influential in assuring the success of the solution.

INSTRUCTIONAL SUPERVISION AND STRATEGIES

The principal plays a key role in determining the success of the Multi-Unit High School Concept. He must function as the curriculum leader within the school, coordinating and supporting the assistant principals, department chairpersons, learning community leaders, students, and the community in their efforts to achieve educational excellence. No other individual in the school becomes involved with the variety of activities with which he must deal. Much of the success of the instructional program is dependent upon his expertise in planning, his ability to monitor the program in operation, his skill at facilitating and supporting the

program, the thoroughness and objectivity with which the program can be evaluated, and the insight to provide for revisions when they are warranted. As pointed out in the discussion on pluralism these responsibilities cannot be achieved unilaterally but require input and support from his entire staff. The ability to coordinate the efforts of that staff toward these objectives is another extremely vital characteristic.

Planning for curriculum revision should include input from staff, students, and community. The catalyst for revision may originate with any of these groups or the administration. All groups, however, should be given the opportunity to contribute to curricular decisions. Staff input can take place via department chairperson meetings, meetings with learning community leaders, or meetings with the faculty advisory group. Proposals for such revisions may be based on both assessed and felt needs within the faculty with regard to specific groups of students who are experiencing gaps in the educational program.

Students, via subject area, learning community, or the Principal's Advisory Committee can identify their need for curriculum revision. It is critical that opportunity be provided for students to feel that they are real contributors to the planning process. They must realize, however, that the administration and the faculty have similar investments in the instructional program and therefore also need to play a role in arriving at curricular decisions. It is valid to say that input from the Program Improvement Council which is discussed in another chapter in this manual, plays a major role in the planning process through its ability to initiate examination of the curriculum, identify and suggest possible revisions, as well as evaluate the results of those revisions.

In the final analysis revisions to the curriculum should be made with reference to formal evaluative data, the collection of which can be facilitated through the establishment of an assessment program tailored to the characteristics of the school system. Such assessment procedures should deal with the validity and effectiveness of the Program of Studies and be included in the planning process. It is important that this assessment procedure be derived and implemented internally so that those involved do not see assessment either as a threatening or irrelevant process.

There must be agreement with regard to revision proposals with staff, administration, and the district office. The Program Improvement Council must also become involved in the discussions of possible revisions of the Program of Studies. Budget, staff, and space considerations are to be considered in examining these proposals. Only when concensus exists in regard to the need for the revision and the appropriate studies have been made to determine that the revision is possible financially and physically, should the revision be presented to the Board of Education. The proposals should include the justification as well as the means to implement the revision.

The entire planning process is cyclical in that the instructional program is reviewed, assessed, and revised when necessary. With revisions in turn subject to review and assessment in an on-going fashion. The continuing planning process enables the district to meet the always changing needs of students and their communities.

There are a number of areas in which the principal must be involved during the actual operation of the planning process. It must be clear to department chairpersons, learning community leaders, teachers, and students that he supports the program. This is made evident by his involvement, his concern for problems, and his participation in their resolution. The impressions he projects must reflect positivism and confidence in the goals of the concept. His administrative position provides him with the opportunity to help the staff overcome obstacles which require the authority which they are lacking. He must be willing to support their initiative and at times demonstrate his faith in the professionalism and expertise of his teachers.

He must utilize his assistant principals, his department chairpersons, and his learning community leaders as eyes and ears so that he can be immediately aware of problems and issues which might arise. Most problems are resolved between the teacher and the department chairperson or the learning community leader, others with the assistance of the assistant principal, while some require the principal's participation. It is generally best, however, that he be aware of the conflicts even though he may not take part in their resolution. It is imperative that if this procedure is to operate effectively, he must have earned the loyalty and trust of those with whom he is working.

Another major responsibility of the principal during the operation of the Multi-Unit Program is to insure that course content is congruent with the objectives which had been agreed upon during the planning process. It is the responsibility of the assistant principal of instruction to insure that not only is the quality of instruction satisfactory, but that the objectives in the classroom are those which had been agreed upon for that course. This is not to say that those objectives cannot be revised, but that revisions should take place via the planning process that had been described earlier.

The principal and the assistant principal for instruction also work together in the process of evaluation of teacher performance. The organization, the program, and the course objectives

are of little value if the quality of teaching is such that students are being turned off in the classroom. The priority activity in the evaluation process is in the improvement of classroom instruction. It is the responsibility of anyone who observes the classroom, be it department chairperson, assistant principal, principal, or central office staff, to become involved toward that end. This process is also continuous and should involve tenured as well as non-tenured teachers.

In addition to the planning and operation of the instructional program there are a number of areas in which the principal can become involved to facilitate the goals of the Multi-Unit High School Concept. The availability of special resources to the program can have a very positive and constructive influence on the effectiveness of the educational effort. Resource centers, which are to be discussed in the **Program Manual**, provide an expansion and extension of the classroom and allow teachers greater flexibility in adapting their programs to individual needs. The principal can also demonstrate support and enthusiasm for an inter-disciplinary teaching approach both within the learning communities and the elective system as well as through his cooperation in facilitating the availability of teachers with special areas of expertise to serve as resource people in existing courses. Facilitating the availability of resource people from the community and other outside sources is yet another means by which the principal may provide support to the Multi-Unit Program. Craftsmen, artists, professional people and others may volunteer or may be contracted to take part in the education process and thus enrich the program.

The precepts of the Multi-Unit High School Concept are also facilitated by the utilization of learning objectives within the Program of Studies. Rather than basing the earning of credits on the amount of time the student spends attending a class, credits are granted via the completion of objectives for that particular course. Although in reality the majority of students feel more comfortable working with the traditional system, credits by objective enable implementation of continuous progress programs thus meeting the needs of both accelerated and slow learners.

Continuous progress programs are extremely individualized in nature, and provide that a student will progress at his own rate toward the completion of the course objectives. Upon successful completion of those objectives the student is granted the appropriate credits. For instance, if a student in a continuous progress math program can accomplish the objectives for Algebra I after three quarters of the year, credit can be granted and he has the opportunity to continue with the following math program. If, on the other hand, after 36 weeks the student has

not completed the objectives for Algebra I, rather than having to face the option of either failing or passing ill prepared, the student is given an incomplete grade and continues with the continuous progress math program either during the summer or when he returns to school in September.

Learning activity packets, constructed by the teachers, also provide opportunities for remediation, enrichment, and acceleration. Learning activity packets are capsulized mini-lessons at which the student can work independently. They can be made available to students within resource centers or be distributed by classroom teachers. Individual students may be directed to those learning activity packets which are appropriate for their particular needs.

The availability and appropriate use of standardized tests can provide some information as to the relative growth and achievement within particular academic areas. These should be carefully chosen and the results judiciously utilized. The use of pre and post tests within the multi-elective system as well as within the learning communities can also provide teachers, administrators, and students with an indication of the growth taking place throughout the program. The principal should also be aware of grade distribution tables in that they sometimes provide an indication of academic problems existing between a teacher and his students.

Goals in the affective areas are also very important in the development of the Multi-Unit High School Concept. If the positive feeling expected to be generated through implementation of the Multi-Unit model occurs, it will be reflected in the academic realm as well as through school morale. Therefore, the use of attitudinal surveys can provide some indication of both the way students see their school as well as the feelings of the faculty toward the school environment. Such surveys should be administered both prior to the implementation of the program as well as throughout the program. In this way both those areas in which the changes have been most positive and those still requiring attention and remediation can be identified. The monitoring of unobtrusive measures such as class cutting, disciplinary infractions, attendance, and others also provide some indirect information as to the effect that the implementation of the concept has had on the school environment.

An extremely obvious indicator of the success, relevancy, or popularity of a particular learning community or course can simply be the number of students electing it. It has been found that students do not necessarily discard difficult courses in favor of less difficult courses, but rather do not elect courses or learning communities which do not meet their needs. Although this does create some degree of competition among learning communities as well as subject areas, it is a productive situation in that efforts directed toward organizing a curriculum which will more effectively satisfy the needs of students are encouraged.

A great deal has been written recently concerning the waning role of the principal. It is difficult to attach very much validity to that preception upon an examination of role of the principal in a Multi-Unit High School Concept. It should be obvious through the foregoing discussion of the principal's role in the planning, operation, facilitation, evaluation, and revision of the academic program that he must, in fact, serve as the curriculum leader. He is an extremely important part of a team which must work together toward providing the programs and instruction necessary to meet the needs of the student body. He must be constantly aware of the tenor and atmosphere existing within the school and do what is necessary to insure its positivism and morale. By incorporating a pluralistic philosophy within his leadership techniques, he is able to generate feelings of ownership and commitment that are so vital to the success of the program. The role is extremely rewarding, satisfying, and productive. It is

extremely difficult in that it requires a constant awareness of the needs of the people with whom he is working, a willingness to communicate and to work with those needs, and the commitment to share his decision-making authority. The successful implementation of those factors, however, result in a school in which student, faculty, and administration work together, trust each other, and share a unity which makes the school a comfortable and positive place in which to work and live.

SCHEDULING

The schedule is nothing more than a method of organizing time within the school day to facilitate the successful completion of the educational objectives of the Program of Studies. Be it traditional, modular, or block, the primary test of a scheduling method's effectiveness is its ability to support the curriculum. It must be flexible and adaptable to meet the needs of a highly varied curriculum.

It is not necessary to utilize modular scheduling to implement the philosophy of the Multi-Unit High School Concept. However, the North Hunterdon Regional High School District has found modular scheduling to be an effective method, particularly when used in conjunction with the block scheduling approach.

The combination affords a great deal of flexibility. Teachers utilizing the block schedule within the learning communities have the opportunity to revise their class schedules as needed, simply by agreeing to do so among themselves. This enables the use of a broad range of instructional styles, from large group instruction to individualized teaching; selected on the basis of student or content area needs. Learning communities are thus able to make effective and creative use of their faculty, student groupings, and facilities during their designated block of time.

The North Hunterdon model utilizes a modular schedule consisting of a six-day cycle, with each day divided into 18 twenty-minute blocks of time, called "mods". It is a curriculum-facilitating schedule because it is developed as a result of requesting teachers to indicate the most appropriate time patterns for each of the courses that they teach. The result is a schedule designed to accommodate the curriculum needs as stated by the teachers. Implicit in this process is the teacher's opportunity to determine the method of instruction appropriate to their subject area. Requests ranging from large group to individualized instruction can be accommodated.

While large group instruction has long had a negative connotation, there are situations in which such organization is appropriate which any scheduling system should be able to accommodate. It makes little sense that a teacher or a room be occupied five times a day showing the same film to twenty-five students, when in fact, that film can be shown once or twice to a larger number of students. Teachers have also found that large group scheduling can be appropriate for lecturing, lab-demonstrations, the administration of tests, and to expedite the use of guest speakers. The availability of large-group instruction has resulted in more efficient use of teacher time and classrooms. Ironically, it has provided greater opportunity for teachers to work with students individually by freeing teachers to be in the resource center and to work with students on a one-to-one ratio.

In general, courses are scheduled with reference to the length of time and number of meetings which constitute the most efficient methodology for the teaching of their subject matter. For example, a teacher teaching a creative writing course may find that by reducing the amount of time spent in a formal classroom with 25 students he has the opportunity to meet with students in the resource center to discuss their written assignments on an individual basis.

In courses such as physical education, home economics, science, and shop, the time required for preparation and clean-up detract from the actual amount of instruction time available. For example physical education, where time must be provided for students to change their clothes, report to the gym floor for the taking of roll, and shower and dress after class, the amount of class time actually allocated to instruction becomes severely diminished. It has been found that by utilizing larger blocks of time for each class meeting the actual number of minutes allocated to physical education may be less, but the amount of time spent in actual instruction is greater.

As flexible as the modular schedule is for the implementation of the multi-elective system, it cannot compare with the flexibility enjoyed by the learning communities through the block scheduling.

Block scheduling is nothing more than assigning a series of mods to a learning community and permitting staff to control the movement of their students from subject to subject, have autonomy over the rooms assigned to them, and assign their staff and facilities in a way most expeditious to meet the needs of their students.

The modular schedule easily accommodates the requirements for block scheduling, but block scheduling is possible even under a traditional schedule simply by combining a number of periods. The autonomy enjoyed by learning communities within the block schedule provides them with the opportunity to alter the patterns of each of the courses taught within a learning community at their discretion without administrative approval and in such a way as to meet the needs of their students. This seems to be the ultimate in utilizing the schedule to satisfy the

needs of the curriculum. It incorporates flexibility, spontaneity, and facilitates the "school within a school" concept.

The process for creating the master schedule involves the participation of a great many people. It is advisable to provide a tentative calendar for the preparation of the Program of Studies, the Master Schedule, and student scheduling early in the school year so that all individuals involved appreciate the importance of the chronology of the events which must take place and the dates by which the various tasks must be accomplished. In late October, after proposals for curriculum revision have been submitted and acted upon, learning community leaders and department chairpersons are asked to review time patterns which are currently in effect to determine with their staffs whether or not revisions in those patterns are appropriate. By the end of November, department chairpersons and learning community leaders should be able to submit to the administration suggested revisions in the time patterns. Teachers are then presented with information describing the patterns from which they may choose. If none of the tentative patterns are acceptable, it is possible for teachers to sit with administrators and devise a pattern which is unique in terms of meeting the special needs of that course. Included is an example of the kinds of Pattern Options which can be available (Appendix C). Once a decision has been made as to the courses to be offered and the patterns for which they will meet, the Program of Studies sheet can be compiled. Examples of these sheets are also included. (Appendix D) These are presented to students who utilize them in making their choices during their scheduling process. This process normally continues through the month of January and February and into early March. Department chairpersons and learning community leaders discuss with counselors, who meet individually with each of their counselees, accurate information about potential course selections. Efforts are also made within the classroom to acquaint students with electives available to them in that subject area. By the middle of March, all scheduling should be completed and the schedule request forms presented to the schedule maker. These forms are submitted to a computer which in turn provides course tallies and the conflict matrix. The purpose of the conflict matrix is to provide information as to how many students in a particular course are also enrolled in any other given course, thus avoiding scheduling conflicts.

Once the information regarding course enrollment is available, the principal and the assistant principal can determine the number of sections necessary to teach each course. This process also establishes staff needs for the following year. The number of sections, the average number of students per section, and the proposed staff needs are discussed and reviewed with the central office. When consensus is arrived at regarding these issues, the principal and assistant principal meet with each department chairperson to review the enrollments and sections to be taught within their disciplines. The department chairperson then meets with his teachers and decisions are made as to class and section assignments. It is understood at this time that during the scheduling process it may become necessary to alter some teaching assignments to reflect student course requests.

When the teaching assignments have been approved, the process of actually building the master schedule can begin. Two ledgers are created. One includes a schedule for each teacher and the other includes a schedule for each room. The first phase of the scheduling involves the assignment of all learning community personnel and facilities. This facilitates the scheduling process in general because it enables large groups of students and teachers to be immediately assigned by means of blocks of time rather than individual courses. Singleton courses, that is

courses of which only one section is offered, are the next to be scheduled. The conflict matrix becomes an important tool during this process.

Utilization of patterns provides for a systematic approach to the assignment of meeting times per course. Though the patterns are varied and flexible there are only certain sequences in which they can be scheduled. By working within these sequences the actual building of the schedule is not unlike that process of building a very traditional schedule which utilizes periods rather than "mods".

When completed, the master schedule must be transferred to the appropriate forms so that it can be computerized. The computer will then make its first attempt at filling the schedule according to the student requests that have been submitted. The read-out resulting from this first run provides information as to which sections are scheduling well, which sections are not receiving enrollment, and what revisions must be made in the master schedule in order to accommodate a greater number of student requests. After careful examination of the master schedule, revisions are made, resubmitted to the computer, and another attempt is made at scheduling student requests. It is possible to repeat this process as often as necessary until the master schedule which has been created will accommodate as many student requests as possible, and the number of partial schedules and irresolvable conflicts is at a minimum.

At this point, information regarding student course selections which cannot be accommodated by the master schedule is returned to the high school. Counselors meet with their counselees to discuss scheduling problems and to make revisions in their proposed electives. In effect, the process then becomes arena scheduling which is not unlike the scheduling which takes place at most universities. A master schedule exists, and students select courses that are available in appropriate time patterns. However, arena scheduling is utilized only after the master schedule has been tailored and adapted in order to meet as many curriculum needs and as much of the course demand generated by student selections as possible.

Requirements are placed on students in the scheduling process in terms of the minimum number of credits which they are to carry as well as the minimum number of mods for which they can be scheduled. These minimums may vary with the grade level of the student and are monitored by the counselor during the scheduling conference.

The successful completion of this procedure insures that all students have working schedules prior to the end of school in June. Unfortunately, at the end of each school year some students do fail courses, and some revisions in the schedules are necessary. The transfer of new students into the district also makes additional demands on the schedule. As a result, the scheduling process continues throughout the summer so that all additional revisions and transfers can be accommodated. It is only in the middle of August that it becomes possible to print final student schedules and to prepare them for distribution in September.

Individuals most involved in this scheduling process are the principal, the assistant principal for instruction, learning community teachers, and the department chairpersons who help determine courses to be offered as well as the appropriate time patterns and the number of mods per course. Guidance counselors work with the students in terms of the selection process as well as any revisions that become necessary. The schedule-maker may be an administrator, a guidance counselor, director of guidance, or any individual who has the interest and aptitude for the scheduling task. The principal, however, must be very aware of the process and possess a basic background in the scheduling procedure so that if difficulties should arise he understands

their sources and can take part in their solution.

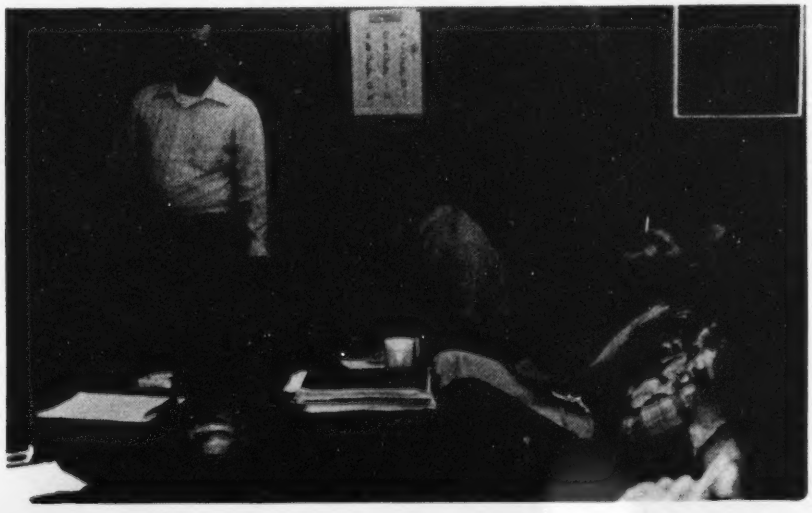
BUDGET

The Multi-Unit High School does not dictate the budgeting process for any high school. The North Hunterdon Regional High School District uses the PPBS because it facilitates district goals rather than because of any mandate from the Multi-Unit Concept. Where the budgeting process differs in the Multi-Unit School from others is in the degree of input from teacher level to Board of Education. The democratic process inherent to the Multi-Unit Concept is inherent in the budgeting procedures of the school.

The process begins at the department or learning community level where teachers openly discuss their budgetary needs. These needs are listed very specifically by object number showing a unit cost, total cost, and general rationale for total amounts requested. The budget is then presented to the principal by the learning community leader. If additions or deletions are warranted, it is the responsibility of the learning community leader and the teachers to establish the priorities for these changes. Once this is done, the budget is presented by the high school principal to the superintendent and the assistant superintendent for business affairs. The process is then repeated — where available monies have been reduced or increased, the budget goes back to the learning community leader and the teachers to again establish priorities. The third and last presentation is to the Board of Education for acceptance or change. The total amounts of money by object are then allocated to the various learning communities which are allowed to spend up to that figure according to their needs.

This process is complemented and controlled by the assistant principal for instruction who, through the course of the school year, maintains a running account of all monies spent within the instructional area.

The process is time consuming, but since the inception of the Multi-Unit Project, teachers in the North Hunterdon Regional High School District have come to feel a sense of responsibility in the budgetary decision process as well as an accountability for those priorities that they establish. The process takes approximately four months to complete and necessitates



patience on the part of all involved. The result, however, is a continuation of the shared decision-making process that brings to the Multi-Unit School a commonality of purpose. (See Appendix A for suggested procedures.)

PERSONNEL — RECRUITMENT AND HIRING

A common goal of all high school principals is to select, from the plethora of candidates, those applicants who will prove to be "good" teachers. No doubt all have experienced disappointments with such decisions at one time or another. In teacher employment the cost of such error is high and the resolution usually difficult. How then can mistakes in this important procedure be minimized? The Multi-Unit Model recommends the involvement of an interviewing team, where the expertise of several people can be pooled and a decision by consensus offers the best insurance against unfortunate judgments.

At the North Hunterdon Regional High School District the interview team is composed of the assistant superintendent for curriculum and instruction, the principal, assistant principal for instruction, and the department chairperson from the school where the vacancy exists.

The process begins by requiring all candidates to submit an application, resume, transcript of all completed work, and copies of certification. No candidate will be considered who has not fulfilled these prerequisites. When vacancies have been determined, the candidate's folder is read by all members of the interview team. If any member of the team is impressed by what he reads, he initials and dates the application. The three applications having the highest number of initials are then scheduled for interviews after which the team attempts to reach consensus in the selection of a candidate — if not, the process continues.

The interview process is thorough and time consuming. It begins with an unescorted tour of the building with the encouragement to ask questions of staff and students. The candidate then returns at a specific time for a formal interview. Various strategies are used during this session that will allow us to judge certain pre-determined qualities and characteristics we find are important to the school. Two of the techniques found most effective are "role playing" where the authority or competence of the teacher is challenged, and blackboard time where the candidate is allowed to choose a topic he feels comfortable with and teach it to the group.

Following the interview each member of the interview team rates the candidate on a numerical basis of 1 (low) to 5 (high) on each criteria sheet. After all interviews have been completed, each candidate is discussed and evaluated. When consensus is reached, that candidate is then recommended to the superintendent for presentation to the Personnel Committee of the Board of Education.

If the process seems excessive in terms of mechanics and time, the results are worth it. The few instances where circumstances have precluded the use of the interview team, decisions have been made that reaffirm the belief that it is essential to involve people and time in the selection process in order to assure good staffing.

TEACHER EVALUATION

It is impossible to measure or monitor instructional effectiveness without a thorough teacher evaluation program. This aspect of the school's operation is so vitally important that it is the primary responsibility of the assistant principal for instruction. His first priority calls for

insuring the excellence of the instruction taking place in the classroom. If classroom instruction is not successful, other goals, no matter how worthwhile, are diminished.

To increase the probability of effective evaluation, the teacher must be made to understand that it is not merely a vehicle the administrator might use to seek out just cause for his dismissal, but rather it's purpose is to assist him in becoming a more effective classroom instructor. Once that kind of trust and understanding can be instilled, teachers will come to feel more comfortable in working with both the principal and the assistant principal for instruction toward the resolution of instructional problems or weaknesses. Obviously, there will be a small minority of individuals who, despite efforts to improve their instructional capabilities, may never achieve the quality of instructional effectiveness which would warrant continued employment. In those situations, the evaluation process does serve to provide the basis for non-renewal of contract. Such action becomes appropriate, however, only after a great deal of working with the individual teacher, and attempting to overcome identified difficulties.

It is extremely important that teachers recognize and are made aware of the criteria upon which their evaluations are based. This information should be made available to teachers at the beginning of the school year, and stressed during each of the evaluative conferences. Staff awareness of criteria contributes to their trust in the evaluative process. Potential factors which might be considered during each evaluation are listed below:

1. The clarity of lesson objectives
2. The degree to which objectives are reached
3. The degree and type of leadership elected by the teacher
4. The quality and characteristics of student-teacher interaction
5. The scope and quality of verbal and non-verbal communications present in the classroom, including the degree of teacher-student mobility
6. The quality and appropriate variations of educational methodology and technology
7. The appropriateness of material used relative to course objectives and student reading levels

8. A review of plan books and grade books during evaluative conferences

9. Teacher contributions to the overall effectiveness of the student's education and educational environment

Recognizing that state and contractual requirements often dictate the length and number of evaluations which must take place among non-tenured teachers, it is suggested that a minimum of four formal evaluations take place. It is possible that three may be accomplished by the assistant principal for instruction, whereas the fourth may be the responsibility of the principal. If difficulties are found, this number of visitations should be expanded. Administrators may observe classes with or without notifying teachers of their intention. It is recommended that evaluators spend the equivalent of one class period in the process of evaluating the teacher. It is also recommended that the evaluations be spread over a period of time encompassing the entire school year. It is strongly recommended that each evaluation be followed by a conference between the evaluating administrator and the teacher. During this session, areas of strength should be stressed as greatly as areas needing improvement. The teacher's feelings about the class observed should be considered, and plans should be made for future visitations. The administrator should be able to make suggestions appropriate to resolving some of the areas of concern. It is recommended that the teacher initial and date the evaluation form to indicate that he has read the comments and that the conference has taken place.

In addition to the evaluation conferences following specific classroom visitations, it is also strongly recommended that at the end of the year a composite evaluation be formulated and that the teacher, the assistant principal for instruction, and the principal meet to discuss it. This procedure is extremely valuable in that it provides an additional opportunity for the teacher and the administrators to discuss growth, progress, areas of strength, and areas that need further improvement. It also provides an extremely humanistic summary of the year's evaluation procedure. The teacher is given a copy of the composition evaluation, while a signed copy stays with the principal and another is forwarded to the central office for inclusion in the teacher's personnel record. Teachers do have the opportunity to respond in writing to these evaluations and their responses are recorded and attached to the composite evaluations.

The department chairpersons are not asked to play a role in the evaluation process. Rather, their function is as a resource to the teacher in their area, as well as a source of assistance in educational methodology, This distinction is important in that teachers must see the department chairperson, not as taking part in the decision as to whether or not they may be rehired; but rather as a source of aid and expertise who will assist them with instructional problems. In order to insure that the department chairperson observe non-tenured teachers; the assistant principal for instruction can organize an observation calendar, listing dates by which the department chairperson will present to the principal observation report forms which are the result of conferences between the department chairperson and the teacher following an observation. These report forms also bear the appropriate signatures and date of the conference. Teachers and the department chairpersons must be made to understand that these report forms do not enter into the evaluation written by the assistant principal for instruction, but are rather an indication to the principal that the department chairperson is accomplishing his objective of observing the teacher, meeting with the teacher, and assisting in improving instruction. (Appendix B contains examples of forms used at the North Hunterdon Regional High School District for the purpose of staff evaluation.)

AIDES AND VOLUNTEERS

The use of salaried school aides and community volunteers has been advantageous to the Multi-Unit Concept in several ways. It has allowed teachers time to use their professional expertise in a more positive way; it has provided liaison between community and school, and it has provided flexibility to the instructional programs.

Aides in the North Hunterdon Regional High School District fall into three categories: instructional, support, and supervisory.

Instructional Aides

The instructional aide can be useful in either the classroom or resource center setting. This person has either a degree or job experience related to the subject area in which he is serving. Their primary role is to provide services that will enable teacher energies to be devoted to the instructional process. Some of the responsibilities of aides in the North Hunterdon Regional High School District are:

1. Maintain and set up equipment to be used in class
2. Distribute, collect and check papers, workbooks, tests, and other instructional materials
3. Operate audio-visual equipment
4. Record attendance and monitor class in large group instruction
5. Maintain bulletin boards and learning displays
6. Assist individual or small groups of students in supervised study
7. Assist students with individual projects

Support Aides

Support aides can serve in a variety of areas such as the library, the audio-visual office,

the guidance department, and the attendance office. They differ from instructional aides in that they assist specific staff members in the performance of their administrative duties rather than provide directly student oriented service. The qualifications of support aides depend on the function they will perform, i.e., the audio-visual aides should possess mechanical ability while the nurses aide must have some medically related experience.

Supervisory Aides

The pre-requisites to be a supervisory aide are a high school diploma and the ability to deal with students in a firm, friendly, and fair manner. These aides are assigned to areas where students are allowed to congregate and socialize during GAIN time, Going Ahead INdependently. It is the use of these aides that allows the principal flexibility in the use of professional staff; many teachers much prefer to teach an additional class rather than supervise cafeterias and smoking areas.

In schools where limited budgets preclude money for aides, positive public response to the Multi-Unit Concept has encouraged additional help for the schools in the form of community volunteers. Lay people can be used in a variety of ways: as library volunteers, dance and field trip chaperones, as well as ticket sellers and collectors at school plays, musicals, and athletic events.

Another un-tapped source of help from the community are those citizens who possess a special expertise that makes a valuable adjunct to the regular instructional program. Sculptors, musicians, auto mechanics, prison guards, and others have welcomed the invitation to be guest teachers at North Hunterdon Regional High School District.

Aides and volunteers, people in the community who are willing and capable, can be a valuable resource in the operation of any school.

PROGRAM IMPROVEMENT COUNCIL

The term "Program Improvement Council" denotes a process by which the principal works closely with various sub-groups within the school district to facilitate communications throughout the system to enable the more effective operation of the school. Applying the term in reference to the Multi-Unit Concept, however, might be somewhat misleading in that the Program Improvement Council is not organized around a single group consisting of individuals representing the various sub-groups. Rather, it is a term which encompasses the activities of a variety of groups, each meeting with the principal and only occasionally, when warranted by the specific circumstances, combining in joint sessions. This organization allows the principal to work closely with each sub-group while assuming the responsibility of acting as liaison among the groups. At North Hunterdon Regional High School District, the groups participating with the principal in this process consist of the Student Advisory Council, the Faculty Advisory Committee, the learning community leaders, and members of the public.

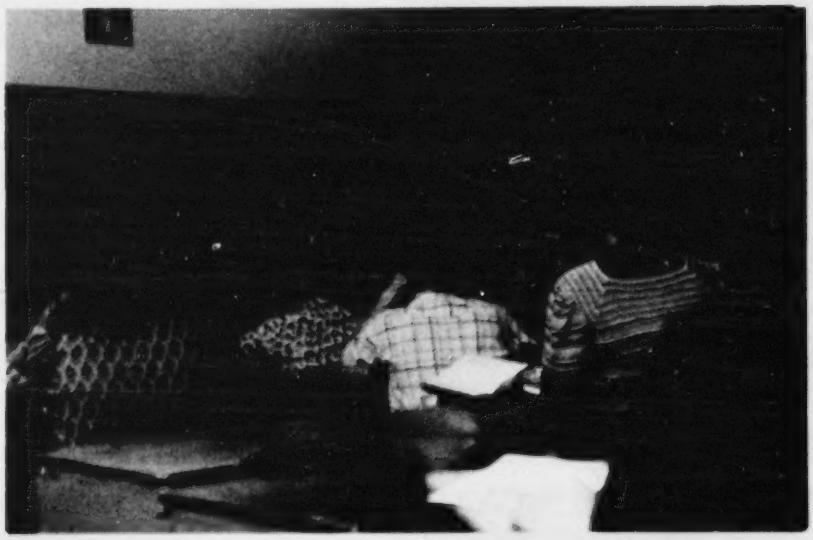
This approach provides the principal the opportunity to focus on each group's unique concerns and to draw on their particular expertise in dealing with current issues. Good feelings arise among the sub-groups when the principal works directly with them and is more aware of their concerns which can be more easily generated. The opportunity for the various sub-groups to participate in the decision-making process generates feelings of membership and ownership toward the system. These attitudes result in greater commitment as well as a dedication toward

the successful implementation of solutions.

With the expressed concern for more humanistic operation of the public school system, it would appear that the Principal's Program Improvement Council is a step toward realizing that goal. This process generates the structure which facilitates the development of a humanistic approach to administration. It should be emphasized, however, that the structure alone does not guarantee humanistic involvement. The principal must bring to the council his own sensitivity and understanding of the needs of the people with whom he works. It is not unlikely that though these qualities may be present in an individual, some in-service programs may be beneficial in allowing the principal to modify his behavior so that his administrative operations are more influenced by these characteristics.

The Program Improvement Council also provides a tremendous opportunity for improving understanding and relationships both within the community and within the school. The opportunity for teachers, parents, students, administrators, and Board Members to sit in a single session and discuss a topic of mutual concern has often proved enlightening, as well as productive. As has been stated previously these kinds of joint sessions can be initiated when warranted.

Student participation in the Program Improvement Council is through the Student Advisory Group. Membership to the group should be open to all students. Department chairpersons may be requested to make initial references to insure that the council is comprised of students representing all aspects of the student body, however, an open invitation to all students should exist at all times. At the North Hunterdon Regional High School District it has been found that approximately 50 to 75 students attend Program Improvement Council sessions, though the actual number of names on the committee may be as great as 60. The students may help generate agendas for these meetings and it is possible for the principal to invite members of the teaching staff or Board of Education who can share in the discussion of a specific topic. Examples of the areas discussed at meetings of this kind range from; a decision as to whether to include yogurt in the cafeteria menu, in which the cafeteria manager was included, to the question of changing the class ranking systems, a topic discussed jointly with Board of Education members and department chairpersons.



The Faculty Advisory Committee consists of eight teachers, some of whom have been appointed by the administration, others appointed by the Association, and others elected at large by the faculty. Both the principal and the teachers on the committee may submit items to be placed on the agenda.

In addition to the numerous informal meetings with the department chairpersons and learning community leaders, it has been found that at least two formal meetings take place each month. In the early part of the month, the principal may meet separately with department chairpersons, freshman learning community leaders, and upperclass learning community leaders, whereas the second monthly meeting may be a combined meeting of all three groups. This system seems to provide both the opportunity to discuss areas unique to each group, as well as the opportunity for the three groups to come together to discuss mutual concerns, and to maintain the spirit of communication, unity, and team work.

Identification of parental and community groups to participate in the Program Improvement Council is predicated both on interest expressed by individuals as well as the utilization of identification systems which insure appropriate membership and representation on the committees.

Communication among the groups is the responsibility of the principal. It is not unusual to have a representative or representatives from any one of these sub-groups attending the sessions of another to discuss proposals or concerns. Temporary sub-committees have also been established comprised of members of more than one group to deal specifically with the resolution of a specific problem.

In essence, the Program Improvement Council is the spirit of pluralism operationalized. It provides a vehicle for broad based input, for generating feelings of membership and ownership, for increasing humanistic involvement, and for improving public relations. Its success however depends on the principal's commitment to a pluralistic approach to administration. It must be apparent to all members of all sub-groups that the meetings are organized, that the objectives are clear, that the agendas are delineated and that they have input to those agendas. Most importantly, however, they must see the validity of the procedure in terms of the implementation of solutions arrived at through the process. It would be extremely destructive if the process left people with the impression that it had been undertaken simply to provide the illusion of involvement without providing the reality of impact as well.

COMMUNITY INVOLVEMENT

Chapter 8 of the New Jersey Administrative Code deals with a Thorough and Efficient System of Free Public Education. This Chapter makes it incumbent upon the District Board of Education to provide each district resident opportunities for orientation and information regarding state regulations, local school procedures for the implementation of district goals, objectives, and standards. It is further mandated that teachers, under the direction of the chief school administrator, identify community resources and plan those services and needs for continuous educational improvement in consultation with parents, guardians, and other district residents.

Community involvement is an essential part of the Multi-Unit High School Concept. Aside from community input into the Program Improvement Council the North Hunterdon

Regional High School District has initiated several other ways to inform and involve the community.

A **Parent-Student Handbook** is distributed every year that contains information about staff, **Program of Studies**, grading periods and procedures, activities, policies, school calendar, insurance, and rules and regulations. Parental and student reactions and recommendations are solicited to all school policies and activities set forth in the handbook.

Teachers and students, either individually or as panels, are available as speakers on school-related matters to civic, church, and other community groups.

Local civic organizations are invited to hold luncheon meetings at the high school which are catered and served by our Commercial Foods Students.

Parental support groups for various school activities are encouraged, such as board parents, athletic booster organizations, theatre advisors, and FFA Board of Directors.

Student work displayed in windows of local businesses elicits much favorable reaction to the creativity and production of students.

An earlier section of this manual dealt with the service of aides and volunteers in the instructional programs of the high school. It is also important to keep in mind the service that teachers and students can offer to the community. Restoration projects, recycling, programs at hospitals and nursing homes, community clean-up days, high school auxiliaries to emergency squads, and volunteer fire departments are all ways that schools and communities can get to know each other. The school and its students can only benefit from this relationship which instills mutual pride of school for community and community for school.

CONCLUSION

It has been the purpose of this manual to acquaint the reader with the responsibilities, priorities, and methods of operation of the principal within the Multi-Unit High School Concept. The resulting overview should be that of an individual who feels a responsibility to the entire educational community, whose priority role is that of curriculum leader in the school and who has accepted the precepts of pluralism as a part of his operating procedures.

If it is possible to summarize the criteria which the principal in this environment must satisfy, the first of them might be his enthusiasm for working with people. This is not a role which can be fulfilled through unilateral decision-making, office-bound operations, or closed-door meetings. He must make the effort to involve staff, students, and community. The degree of sincerity with which this effort is made will be obvious to the people with whom he is working. That strength will also be felt by those with whom he works and will provide him with the advantages of a recognized leadership rather than one that exists only through position and title.

He must place his role as educator above that of administrator. His involvement with curriculum, instruction, and program must maintain its priority over administrative functions. But to achieve this he must also be an efficient administrator in dealing with administrative organization, budget, personnel, and public relations. The more efficiently he can deal with these adminstrative matters which, in fact, have as their purpose the support of the educational

program, the greater the amount of time and energy he will be able to dedicate to his primary function as curriculum leader. The orchestration of the total program requires both kinds of involvement.

Finally, the principal must have the capacity to work openly and honestly with staff, students, and community. His credibility is a major strength and must be protected in all situations. Without it, his effectiveness becomes seriously impaired. He must be visible, available, and an active participant not only in the academic functioning of the school but in its athletic and social acitvities as well. To a significant degree the school will reflect his personality, and he will affect its atmosphere and climate. The position carried with it a tremendous responsibility. It is, however, a responsibility which may result in a great deal of satisfaction, growth, and accomplishment. The opportunity to play such a vital role within an educational system in which teachers and students are productive, comfortable, and share positive feelings about each other is available all too seldom to the high school principal.

APPENDICES

APPENDIX A:	BUDGET CALENDAR
	PROGRAM SUMMARY SHEET
	PROGRAM PLAN
	BUDGET INFORMATION
	BUDGET EVALUATION CRITERIA
	LIST OF PROGRAMS AND NUMBERS
APPENDIX B:	EVALUATION REPORT FORM
APPENDIX C:	PATTERN OPTIONS
APPENDIX D:	PROGRAM OF STUDIES

Appendix A

NHRHSD BUDGET 1977-78

BUDGET CALENDAR

Budget Requests to Building Principals.....Oct. 13, 1976
Building Principals Submit Reviewed Budgets to the Superintendent.....Oct. 19, 1976
Superintendent Submits Preliminary Budget for District to Board of Education ....Oct. 25, 1976

GENERAL INFORMATION

1. Make sure all spaces on the yellow budget request forms are filled in completely.

2. The "Function of Request" section must be filled in with the reason or justification for the expense. Examples of some common reasons:

   (a) Maintain present program
   (b) Increased enrollment
   (c) New program, etc.

3. No request for field trips, supplies, equipment or anything else will be accepted by your building principal unless all details are spelled out. For example, last year many requests simply stated **Field Trips to be determined $500.00** or **Supplies as needed $200.00** or **Retainer for supplies and equipment $300.00.**

   This year all requests must be spelled out. You must state where the field trips are going and the cost of each and specifically what supplies and equipment you are budgeting for.

4. In budgeting for **General School Supplies,** Appendix A & B have been provided for your convenience. They list the most commonly used paper and supplies from Hammett, Papermart, Curtiss Young and A.B. Dick. Just take what you need off of these sheets, place them on your yellow requests and add in the quantity you want and total price. Use the exact unit prices on these sheets because an inflationary figure has already been added.

5. When ordering anything else, please use the most current catalogs since prices fluctuate so much from year to year.

6. There is also a sheet (Appendix C) provided, that will give you the amounts to use for field trips and contracted services so that we will have more uniformity of prices in the district.

7. Please return your **Program Summary Sheet** and **Program Plan** with all your **Budget Request Forms.**

8. To insure that each school uses the same prices when ordering the same or similar items, it is highly recommended that the LCL's from the same learning communities in each school get together to discuss their specific area needs as far as prices are concerned. This will avoid any discrepancies in prices for the same items which have occurred in the past.

PROGRAM SUMMARY SHEET

After completing the Yellow budget request forms fill in this summary sheet.

MAKE SURE YOU FILL IN ALL THREE COLUMNS FOR PROGRAM #, LOCATION, AND TOTAL AMOUNT REQUESTED.

FUND	PROGRAM	OBJECT	LOCATION		TOTAL AMT. REQUESTED
10	_____	320	_____	Contracted Services	_____
10	_____	325	_____	Rentals	_____
10	_____	330	_____	Field Trips	_____
10	_____	332	_____	Travel (Staff)	_____
10	_____	342	_____	Postage	_____
10	_____	360	_____	Printing	_____
10	_____	390	_____	Misc. Expense	_____
10	_____	410	_____	Supplies	_____
10	_____	420	_____	Textbooks	_____
10	_____	461	_____	Equip. (New)	_____
10	_____	462	_____	Equip. (Replace)	_____
10	_____	490	_____	Misc. Supplies	_____

TOTAL _____

_____

Return this sheet and Program Plan with Budget Request Forms.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

PROGRAM PLAN

I. NAME OF HIGH SCHOOL

II. PROGRAM NAME

III. PROGRAM DESCRIPTION — BRIEF NARRATIVE OF HOW PROGRAM IS CONDUCTED

IV. DESIRED OUTCOMES OF PROGRAM — WHAT THE PROGRAM SHOULD ACCOMPLISH DURING THE BUDGET YEAR.

NORTH HUNTERDON REGIONAL SCHOOL DISTRICT

1977 — 1978 BUDGET INFORMATION

Under our present budgeting and accounting system a ten digit code is used to determine every school account. Following is a breakdown of that coding.

FUND	PROGRAM	OBJECT	LOCATION
(2 Digits)	(3 Digits)	(3 Digits)	(2 Digits)

Fund (2 Digits) - Identifies the specific fund to be used. The fund number that will be used for all current expense items will be 10.

Program (3 Digits) - Used to determine various program categories (e.g. English, Social Studies, Art, etc.). (See attached)

Object (3 Digits) - Identifies expenses by the item purchased or the service obtained in order to carry out the function. (e.g. Contracted Services, Textbooks, Supplies, etc.)

Location (2 Digits) - Identifies the building location.

00 - District Wide
01 - North Hunterdon H.S.
02 - Voorhees H.S.

Please use the most current catalogs since prices fluctuate so much from year to year.

PROGRAM _____

BUDGET EVALUATION CRITERIA

1. DOES PROGRAM MEET AN ESTABLISHED EDUCATIONAL NEED?

A. State requirement ☐
B. College entrance ☐
C. Vocational ☐
D. Board policy ☐
E. Community Concern ☐
F. Other _____

2. IS THERE ANOTHER WAY THIS EDUCATIONAL NEED COULD BE MET?

A. Community provide ☐
B. Family provide ☐
C. Combine with other programs ☐
D. Other _____

3. SHOULD THE PROGRAM BE MODIFIED? _____ Yes _____ No

A. Complete elimination ☐
B. Cut back ☐
C. Expansion ☐

4. IF PROGRAM IS MODIFIED, WHAT WOULD BE THE FINANCIAL CONSEQUENCES?

A. Estimated Cost $_____ Increase $_____ Decrease

5. HOW WOULD MODIFICATION OF THE PROGRAM AFFECT CHILDREN?

A. Graduation ☐
B. Job opportunities ☐
C. College entrance ☐
D. Special needs ☐
E. Society needs ☐
F. Other _____

6. PLEASE EXPRESS YOUR GENERAL FEELINGS REGARDING THIS PROGRAM.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

LIST OF PROGRAMS & NUMBERS

PROGRAM

101 — ART
102 — ENGLISH
103 — FOREIGN LANGUAGE
104 — MUSIC
105 — READING
106 — SOCIAL STUDIES
107 — DRIVER EDUCATION
108 — MATH
109 — PHYSICAL EDUCATION
110 — HEALTH EDUCATION
111 — SCIENCE
112 — AGRICULTURE
113 — AIR CONDITIONING
114 — AUTO SHOP
115 — BUILDING TRADES
116 — BUSINESS EDUCATION
117 — COOP. IND. ED.
118 — COSMETOLOGY
119 — DATA PROCESSING
120 — DRAFTING
121 — ELECTRONICS
122 — EMPLOY. ORIENT.
123 — HOME ECONOMICS
124 — HORTICULTURE
125 — INTRO. TO VOCATIONS
126 — MACHINE SHOP
127 — METAL SHOP
128 — OCC/COMP SHOP
129 — PLASTICS
130 — PRINT SHOP
131 — WOOD SHOP
132 — SPECIAL EDUCATION
134 — VOCATIONAL FOOD
135 — PERFORMING ARTS LEARN. COMM.
136 — SOCIAL SCIENCE L.C.
137 — PHILOSOPHICAL FOUND L.C.
139 — ADVANCED MATH/SCIENCE L.C.
140 — VOCATIONAL L.C.
141 — FRESHMAN L.C.'S.
142 — GEN. ED. L.C.
156 — ALTERNATIVE SCHOOL
401 — SUMMER SCHOOL
510 — CURRICULUM DEVELOPMENT
520 — STAFF DEVELOPMENT
530 — LIBRARY
540 — AUDIO VISUAL
550 — ATHLETICS
555 — STUDENT ACTIVITIES
560 — VOCATIONAL OFFICE
565 — BEDSIDE INSTRUCTION
566 — SPEC. ED./PRIVATE SCHOOL
570 — ENGLISH RESOURCE CENTER
573 — SCIENCE RESOURCE CENTER
573 — SOCIAL STUDIES RESOURCE CENTER
575 — LEARNING CENTER
576 — VOCATIONAL RESOURCE CENTER
577 — BUSINESS EDUCATION RESOURCE CENTER
610 — ATTENDANCE
620 — GUIDANCE
630 — HEALTH NURSE
640 — CHILD STUDY
705 — BOARD OF EDUCATION
710 — CENTRAL ADMINISTRATION
715 — H.S. ADMINISTRATION
725 — FACILITIES
730 — FISCAL SERVICES
735 — FOOD SERVICES
750 — PLANT MAINT. & OPERATION
755 — TRANSPORTATION
775 — GRANTS ADMINISTRATION
810 — RECREATION
820 — CIVIC ACTIVITIES
860 — CAPITAL OUTLAY
900 — DEBT SERVICE

Appendix B

This is an example of the Administrator's form used in evaluating teachers.

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT

EVALUATION REPORT FORM

Teacher _____ **Subject** _____ **Date of Observation** _____

_____

Signature

Evaluator _____ **Length of Visit** _____ **Date of Conference** _____

_____

Signature

Strengths/Contributions:

Needs:

_____ Check if addendum is attached. Addendum to be submitted within 10 days of conference date to above evaluator.

Appendix C

PATTERN OPTIONS

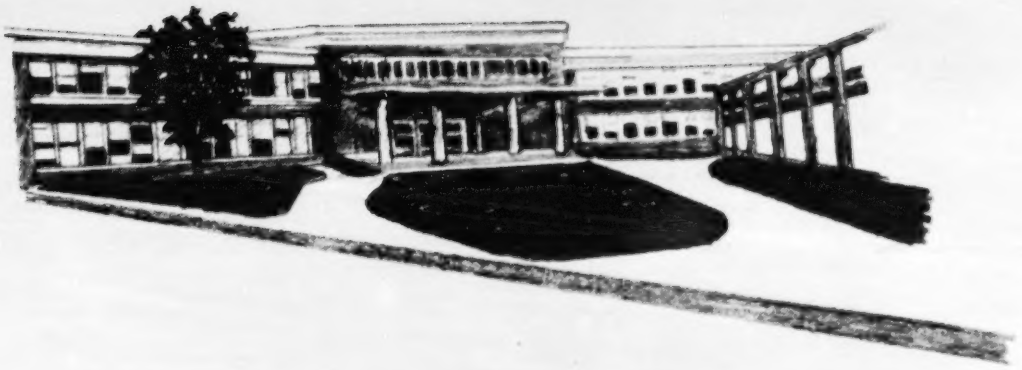
TIMES THAT A # COURSE MEETS	# Meet 2 Mods	# Meet 3 Mods	# Meet 4 Mods	# Meet 5 Mods	# Meet 6 Mods	# Meet 7 Mods	Total Mods
3		3					9
4	3	3					9
4	2	2					10
4	1	3					11
4		4					12
4		2	2				14
5		5					15
5	1	4					14
6	6						12
6	4	2					14
6	3	3					15
6		6					18
6						6	42
6		2		2	2		28
6	2	2	2				18

Appendix D

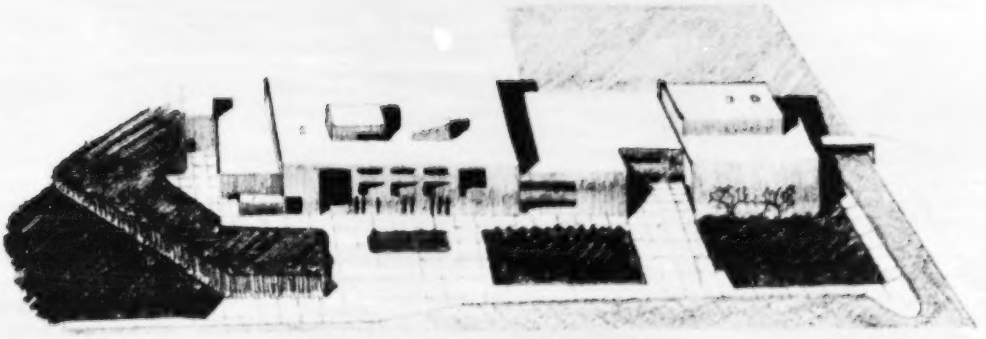
NORTH HUNTERDON HIGH SCHOOL
PROGRAM OF STUDIES 1976 — 1977

Course Number	Course Title	Grade	Weeks	Per Cycle Meetings of Mods	Lg. Gp. Mods	Total Mods	Cred.
017	English I (make-up)	9	36	2 of 3/2 of 2	0	10	5.00
019	Introduction to Theatre Arts	9	9	3 of 3/1 of 2	0	11	1.25
020	Speech	10	18	3 of 3/1 of 2	0	11	2.50
021	World Literature	10	18	2 of 3/2 of 2	0	10	2.50
022	Journalism	10-12	18	2 of 3/2 of 2	0	10	2.50
023	Short Story	10	18	2 of 3/2 of 2	0	10	2.50
024	Science Fiction	10	18	2 of 3/2 of 2	0	10	2.50
025	Introduction to Poetry	10	18	2 of 3/2 of 2	0	10	2.50
026	Mythology and the Bible	10	18	3 of 3/1 of 2	0	11	2.50
027	Mass Media	10	18	2 of 3/2 of 2	0	11	2.50
028	Exposition	10	18	2 of 3/2 of 2	0	10	2.50
029	Communication Skills	10	18	2 of 3/2 of 2	0	10	2.50
030	American Folklore	11	9	3 of 3/1 of 2	0	11	1.25
031	Film and Society	11	9	3 of 3/1 of 2	0	11	1.25
032	Dramatics	11	18	4 of 3	0	12	2.50
033	Creative Writing	11	18	3 of 3/1 of 2	0	11	2.50
034	Early American Literature	11	18	3 of 3/1 of 2	0	11	2.50
035	American Literature 1900-1940	11	18	2 of 3/2 of 2	0	10	2.50
036	American Literature 1940-present	11	18	2 of 3/2 of 2	0	10	2.50
037	Stage Craft	11	18	3 of 3/1 of 2	0	11	2.50
038	Practical English	11	18	1 of 3/3 of 2	0	9	2.50
039	Perspectives in English	11	18	1 of 3/3 of 2	0	9	2.50
040	Functional English	12	18	1 of 3/3 of 2	0	9	2.50
041	Contemporary English	12	18	1 of 3/3 of 2	0	9	2.50
042	British Culture to 1700	12	18	3 of 3/3 of 2	0	11	2.50
043	British Culture since 1700	12	18	3 of 3/1 of 2	0	11	2.50
044	Shakespeare	12	18	2 of 3/2 of 2	0	10	2.50
045	Modern Drama	12	18	2 of 3/2 of 2	0	10	2.50
046	Classical Literature	12	18	3 of 3/1 of 2	0	11	2.50
047	World Drama	12	18	2 of 3/2 of 2	0	10	2.50
048	Human Relations and Social Attitudes	12	18	3 of 3/1 of 2	0	11	2.50
049	War and Politics	12	18	3 of 3/1 of 2	0	11	2.50
050	Reading Improvement	9-12	18	6 of 2	0	12	2.50
061	Team English I	9	36	4 of 3	0	12	5.00
062	Team English II	10	36	4 of 3	0	12	5.00
063	Team English III	11	36	4 of 3	0	12	5.00

064	Team English IV	12	36	4 of 3	0	12	5.00
091	Liberal Arts L.C.	9	36	4 of 7/2 of 10	0	48	15.00
092	General Education L.C.	9	36	4 of 9/2 of 12	0	60	20.00
093	Humanities L.C.	9	36	4 of 7/2 of 10	0	48	15.00
094	Math-Science L.C.	9	36	4 of 9/2 of 12	0	60	21.00
095	Vocational-Business L.C.	9	36	4 of 9/2 of 12	0	60	20.00
101	Social Science L.C.	11	36	4 of 8/2 of 11	0	54	21.00
102	Philosophical Foundations L.C.	11-12	36	2 of 6/4 of 3	0	24	10.00
104	Liberal Arts L.C.	10	36	2 of 9/4 of 6	0	42	16.00
105	Math-Science L.C.	10	36	2 of 9/4 of 6	0	42	16.00
107	General Education L.C. (A.M.)	10-12	36	1 of 9/3 of 7/2 of 6	0	42	20.00
107	General Education L.C. (P.M.)	10-12	36	2 of 9/4 of 6	0	42	20.00
108	Vocational L.C.	11-12	36	5 of 6/1 of 3	0	33	15.00
109	Fine and Applied Arts L.C.	10-12	36	4 of 8/2 of 11	0	54	20.00
111	Social Studies	9	36	2 of 3/2 of 2	0	10	5.00
112	Sophomore L.C. Social Studies	10	36	2 of 3/2 of 2	0	10	5.00
113	Team U.S. History I	11	36	4 of 3	0	12	5.00
114	Team U.S. History II	12	36	4 of 3	0	12	5.00
121	Shaping of Western Society	10	18	2 of 3/2 of 2	0	10	2.50
122	Tradition and Change in Four Societies	10	18	2 of 3/2 of 2	0	10	2.50
123	Western World	10	18	2 of 3/2 of 2	0	10	2.50
124	Our World	10	18	2 of 3/2 of 2	0	10	2.50
130	Amer. Hist. 40-Colonial America	11	9	4 of 3	0	12	1.25
131	Amer. Hist. 12-The American Indian	11	9	2 of 3/2 of 2	3	10	1.25
132	Amer. Hist. 13-The American Civil War	11	9	4 of 3	3	12	1.25
133	Amer. Hist. 14-U.S. and the World Wars	11	9	2 of 3/2 of 2	3	10	1.25
135	Amer. Hist. 10-Intro. to Am. Sociology	11	18	2 of 3/2 of 2	3	10	2.50
136	Amer. Hist. 15-American Civil Rights	11	18	2 of 3/2 of 2	3	10	2.50
137	Amer. Hist. 17-East Asia and the U.S.	11	18	4 of 3	3	12	2.50
138	Amer. Hist. 11-The Gilded Age (US 1865-1914)	11	18	2 of 3/2 of 2	3	10	2.50
139	Amer. Hist. 19-Am. Revol. & Early Repub.	11	18	4 of 3	3	12	2.50
141	Amer. Hist. 39-The Cold War	12	9	4 of 3	3	12	1.25
142	Amer. Hist. 38-Hunterdon Cty. in Am. Hist.	12	9	4 of 3	3	12	1.25



North Hunterdon



Voorhees